



## Pimpama State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education

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## School overview

The name Pimpama is of Aboriginal origin, there being several versions of its translation - 'place of soldier birds', 'place of magpie larks' or as a manipulation of Bim Bim Ba 'place of many birds'. It is pronounced with the stress on the first syllable, and short 'a' in the second - PIM-pa-ma. Pimpama State School was first proposed on August 3, 1871 and opened on April 15, 1872. It was attended by twenty-six children and is located on Hotham Creek Road North, South of Ormeau. The site is very well presented with a focus on providing a visually aesthetic and functional environment. The original building remained for sixty-six years, and it was replaced in 1939 by the first of our present buildings. At Pimpama State School, we believe the most important sign of a healthy school is found in its curriculum and the totality of opportunities provided for the education of each student. Pimpama State School has a reputation for providing a superior learning experience for students from Prep to Year 6. Parents choose this school because of its family orientation, the strong community feel, the emphasis on the curriculum and individual teaching methods. The school has been extremely active in developing school facilities and advancing curriculum and learning. There has been a major emphasis placed on teacher professional development, as the school further embraces the goals of Education Queensland's Strategic Plan. Differentiated curriculum is also a priority, catering for every individual student's needs across a broad range of key learning areas. A comprehensive set of school based data and diagnostic assessments are used to drive our intervention and differentiation programs within the school, which allow our teachers to gain a greater, more in-depth understanding of student levels of achievement and development. Pimpama State School created and implemented the Intervention for Improvement (I4I) Model (Diamond of Inclusivity). This model is a whole school data-driven model, providing levels of support to both enhance excellence and support learning needs, with the aim of improvement for both high-achieving and under-performing learners. Use of the I4I Model has resulted in significant improvements in school based literacy and numeracy assessment as well as NAPLAN results in all year levels. This program contributed to the fact that Pimpama State School was named the most improved primary school (NAPLAN) in 2012 and won the Regional Showcase Award for academic success. Pimpama State School also won the Regional Showcase Award in 2013, 2015, 2016 and was a finalist in the 2016 State awards. In 2018, Pimpama State School received a commendation at the Regional Showcase Awards for state school of the year and the inclusive education program (Diamond of Inclusivity). At Pimpama State School, we want every student to be a happy, competent learner and to be a confident member of the school community. We continue to offer a wide curriculum that we believe caters to the interests of our students. We also want students to have faith in his/her teacher and to feel sure of the teacher's regard and interest. There is a variety of extracurricular activities on offer, ranging from regular sporting programs to lunchtime clubs and activities. The Pimpama State School Opinion Data Survey Report reflects parent satisfaction with student outcomes, school-community relations and general satisfaction. From the parents surveyed, 100% indicated that Pimpama State School is a good school and that they would recommend this school to others. 99% of parents indicated that their children are getting a good education and that behaviour is well managed at the school.

## School progress towards its goals in 2018

Pimpama State School's Diamond of Inclusivity intends to improve the academic progress and socioemotional growth of every student. This whole-school approach to inclusive education has developed into a data driven monitoring tool where student support is systematically regulated. It reflects an expectation of ongoing progress and a belief that every student is capable of learning. The levels of support range from differentiated implementation of whole-school programs that focus on school targets to intensive intervention to meet specific student needs.

NAPLAN Mean Scale Score					
Year 3			Year 5		
	2018	2019 Target		2018	2019 Target
<b>Reading</b>	419	440	<b>Reading</b>	503	520
<b>Writing</b>	396	420	<b>Writing</b>	473	480
<b>Spelling</b>	402	430	<b>Spelling</b>	503	520
<b>G&amp;P</b>	426	445	<b>G&amp;P</b>	511	520
<b>Numeracy</b>	402	430	<b>Numeracy</b>	487	500

NAPLAN U2B					
Year 3			Year 5		
	2018	2019 Target		2018	2019 Target
<b>Reading</b>	48%	55%	<b>Reading</b>	36%	40%
<b>Writing</b>	46.5%	50%	<b>Writing</b>	15.2%	25%
<b>Spelling</b>	39.8%	50%	<b>Spelling</b>	34%	40%
<b>G&amp;P</b>	44.9%	55%	<b>G&amp;P</b>	47%	50%
<b>Numeracy</b>	42.7%	40%	<b>Numeracy</b>	29.6%	35%

A-C Level of Achievement				
LEARNING AREA	Semester 2 2017	Semester 1 2018	Semester 1 2019 Target	Semester 2 2019 Target
ENGLISH	77%	75.2%	85%	90%
MATHEMATICS	84.5%	80.6%	85%	90%
SCIENCE	82.1%	81.5%	85%	90%

## Future outlook

### School Improvement Priorities 2019

Systematic delivery of curriculum and differentiated learning including the implementation of ACARA (P-12 Curriculum framework and policy statements) and alignment with existing practices and policies. This includes our:

#### Primary Improvement Priorities

- 1 **Reading**-focussed on improving Phonological Awareness (SSP) including Oral Language (First Steps)
- 2 **Numeracy**- focussed on improving problem solving and mental computation.
- 3 **Writing** - focussed on improving writing and spelling (WTW)

#### Secondary Improvement Priorities

1. **Pedagogical Framework** – Based on ASOT (Marzano's- The Art and Science of Teaching)- focussed on effective teaching practices particularly in the Early Years
2. **Student Engagement**- Provision of a culture that promotes and enhances individualised learning, reflection and goal setting through the targeted use of resources and partnerships through our eLearning opportunities such as the iPad program, 24:7 Learning and Journaling for Learning - Provision of a 21st century learning environment that provides individualised and holistic education programs, meeting the needs of the whole child
3. **Student Well-being**-- through Behaviour and Attendance

#### Supplementary Priorities

- 1 **Design & Technology** program focussed on “coding”
- 2 **Economics & Business (Yr 5 & 6), Civics & Citizenship (Yr3-6)** focussed on full implementation

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	589	639	732
Girls	284	297	337
Boys	305	342	395
Indigenous	33	36	43
Enrolment continuity (Feb. – Nov.)	94%	89%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

The Pimpama school community comprises families in the suburbs of Willow Vale, Grange Country Estate, Pimpama, Salzburg Mews, Maddison Estate, the "Heights", Pimpama Village and Strawberry Fields

Pimpama State School is a co-educational facility with students ranging from Prep to year 6. The majority of families are from English speaking backgrounds with 5.9% of students identifying Aboriginal and/or Torres Strait Islander. There is a variety of socio economic groups within the school parent body, from a variety of family situations. Recent housing developments within five kilometres of the school are likely to have an influence on future student population. Enrolment growth is steady but well managed.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	25	22	22
Year 4 – Year 6	25	25	25

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

At Pimpama State School, we support the individual improvement of every student in every classroom through targeted and differentiated instruction.

- ❖ The *BYOD iPad Program* helps create the next generation of global citizens;
  - ❖ The *Values and Social Skills Program* caters for students' social and emotional needs;
  - ❖ Other whole-school programs, for example, *7 Steps to Writing Success* and *Comprehensive Comprehension*, allow teachers across all year levels to scaffold prior learning in a way that is consistent and familiar to all students as they continue their learning journey from Prep through to Year 6.
  - ❖ Crucially, the *Intervention for Improvement* program supports all students to be successful learners and *Journaling for Learning* encourages learners to be self-driven with SMART goals.
  - ❖ Key to the role of **Director of Learning (DoL)** at Pimpama State School is collegial engagement. It is the responsibility of the DoL to ensure teachers develop a deep understanding of the Australian Curriculum to align teaching, assessment and reporting. The DoL works using a systemic approach to collaborative enquiry based professional learning, coaching, mentoring and feedback to improve teaching practices and as a result student achievement.
- **Director of Learning 1** - The DoL position focuses on high quality teaching and learning of reading through coaching and mentoring classroom teachers based on contemporary practice to ensure differentiated programs and improved curriculum outcomes for all students. The DoL position also aims to align and improve our Pedagogical Framework. Plan for/with teachers using key school and EQ documents. (Australian Curriculum, Big 6, Focus linked to PM levels, Skills and Strategies for PROBE).
  - **Director of Learning 2** – The Director of Learning (DoL) leads the numeracy program (Prep – Year 6) at our school. The DoL also offers additional support involving the school curriculum and teaching framework. The DoL provides coaching and guidance to teachers and other staff in delivering quality teaching, improve the capacity of school teams to use evidence-based assessment to inform teaching and learning and support all staff in the analysis of, and response to, systemic and student data.
  - **Writing Coach and G&T coordinator** – The writing coach leads the 7 steps of writing program (Prep – Year 6) and relevant key tasks at our school. The writing coach also offers additional support involving the school curriculum and teaching framework. The role also involves improving and enhancing pedagogical practice for all staff by researching and modelling quality teaching across all year levels.
  - **Head of Conduct and Events Co-ordinator (HoCEC)** - The HoCEC position focuses on high quality teaching and learning through ensuring the various programs are well organised and managed throughout the school community. The role also involves the co-ordination of our behaviour management policies. The events Co-ordinator position offers additional support to curriculum and other important program development within the school.

#### Our distinctive curriculum offerings are:

- Specialist lessons in Science, Technology and Coding, Music, HPE, Japanese, Instrumental Music, RAP, G&T and Library
- An extensive program in environmental education and a focus on sustainability
- Elective based subjects such as; sport, journalism, creative arts, science club
- Full optic fibre link to all classrooms and library
- Wireless internet in all classrooms
- Two fully functional computer labs with new Interactive touchscreen panels
- In addition, all classrooms have a small number of computers also connected to the curriculum network.
- LCD Interactive touchscreen panels in every classroom from Prep to Year 6
- Timetabling has been arranged to allow for blocks of uninterrupted teaching time, particularly in Literacy and Numeracy.
- Intensive intervention program with maximum use of Teacher and Teacher Aide time in all classes

## Co-curricular activities

- AFL – Sporting schools (After school)
- Camps – Year 2, 4 and 6
- Chess
- Choir
- Cluster Music Camps
- Cricket
- Culmination Days
- Days of Excellence in Science, Visual Arts, Dance, Drama, ICTs, Writing
- Extra-curricular activities to students at lunchtime
- Golf – Sporting schools (After school)
- Instrumental Music / Strings
- Music Bus (Prep – Year 3)
- Parent / Teacher information evenings
- Playground Rangers
- Premier’s Reading Cup
- Soccer
- Student Council
- Swimming (Prep - Year 4)
- Table tennis – Sporting schools (After school)
- Tennis
- Touch Football
- U8’s Day
- Wakakirri / Musicals
- Year 6 Graduation

## How information and communication technologies are used to assist learning

Pimpama State School aims to position itself as a centre of continuous learning for staff, students and the community, with a strong emphasis on Information and Communications Technology. 2020 will also see a full integration of BYOD, computers for year 4, 5 and 6. Computers are also allocated to all teaching blocks as we explore the potential for great improvement in teaching practice and learning management skills. Students are taught to utilise basic programs and to access the World Wide Web and participate in learning activities using iPads, emails, forums and Wikis. All activities involving iPads and computers are aimed at assisting students to learn and to see technology as a tool for learning. Pimpama State School is an iPad school in Prep – year 3, and all students are requested to bring their own iPads to school. Students also use iPads and computers for the production of visual and multimedia presentations. All our classrooms are equipped with state of the art interactive Panels and programs to assist students’ learning on a daily basis. Two computer labs with designated time allocation for all classes have allowed for greater creative interaction between students. A skilful, designated practitioner teaches coding to the students and models lessons for the classroom teachers to build their capacity. Visiting professionals are common, as Pimpama is a recognised regional leader in ICT’s.

## Social climate

### Overview

Pimpama State School has a reputation for being a family based school. Our school community is committed to a set of values that underpin how staff and students behave, interact with others, learn, and develop partnerships with parents and members of the wider community. These values are:

**P**ride

**I**ntegrity

**M**anners

**P**artnerships

**A**cceptance

**M**orality

**A**ccountability

In conjunction with these values, we specifically teach social skills to the students and encourage them to take ownership of their school through the development of gardens and the organisation of club activities by senior students, in conjunction with clubs run by teachers. Lunch-time sports have once again played an integral part in helping with creating and maintaining the positive social climate within our school. The parents of Pimpama State School are extremely happy with the school, with 99% of parents indicating that their children are safe and the behavior well managed at our school. 98% of parents feel that their children are being treated fairly with 97% indicating that their children like being at the school

The Pimpama school community is known for its care and generosity towards others. The community gets involved in our “Farmers’ Market” on Parade days; with all proceeds going to sponsor a child in Africa. Other fund raising events are planned to raise money for various charities, including Guide dogs and Canteen. Our Guidance Officer provides support and guidance for students whose behaviour, emotional or psychological outlook is impacting on their learning performance.

The social climate has always been a real strength of our school, and the “**Pimpama Way**” is continually reinforced by all members of our school community; in classroom practice, in the playground, on assemblies and through school newsletters.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	96%	99%
• this is a good school (S2035)	98%	98%	100%
• their child likes being at this school* (S2001)	97%	96%	97%
• their child feels safe at this school* (S2002)	98%	96%	99%
• their child's learning needs are being met at this school* (S2003)	95%	92%	96%
• their child is making good progress at this school* (S2004)	94%	96%	97%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	92%	100%
• teachers at this school motivate their child to learn* (S2007)	97%	94%	96%
• teachers at this school treat students fairly* (S2008)	92%	92%	98%
• they can talk to their child's teachers about their concerns* (S2009)	97%	94%	99%
• this school works with them to support their child's learning* (S2010)	98%	94%	97%
• this school takes parents' opinions seriously* (S2011)	93%	88%	97%
• student behaviour is well managed at this school* (S2012)	95%	96%	99%
• this school looks for ways to improve* (S2013)	97%	94%	97%
• this school is well maintained* (S2014)	98%	100%	99%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	98%	100%
• they like being at their school* (S2036)	100%	99%	99%
• they feel safe at their school* (S2037)	100%	98%	99%
• their teachers motivate them to learn* (S2038)	98%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	100%
• teachers treat students fairly at their school* (S2041)	99%	98%	98%
• they can talk to their teachers about their concerns* (S2042)	97%	98%	98%
• their school takes students' opinions seriously* (S2043)	99%	99%	98%
• student behaviour is well managed at their school* (S2044)	99%	96%	99%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	98%	100%
• their school gives them opportunities to do interesting things* (S2047)	99%	99%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.



Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	97%
• they receive useful feedback about their work at their school (S2071)	96%	95%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	95%	97%
• students are encouraged to do their best at their school (S2072)	98%	100%	98%
• students are treated fairly at their school (S2073)	96%	100%	97%
• student behaviour is well managed at their school (S2074)	98%	100%	98%
• staff are well supported at their school (S2075)	96%	98%	96%
• their school takes staff opinions seriously (S2076)	94%	96%	95%
• their school looks for ways to improve (S2077)	98%	98%	98%
• their school is well maintained (S2078)	98%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	98%	98%	95%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parents have always been a major part of the learning journey at Pimpama State School and are constantly involved in a variety of programs within the school. A strong sense of community feel is evident with a large number of parents and caregivers attending our weekly school assemblies. Our school regularly celebrates student successes, communicates information and showcases children's performances.

Opportunities for parents to be involved in their child's education include:

- Volunteering in classrooms on a daily basis
  - \* working with students in small groups,
  - \* helping sort out home readers in the Junior School
  - \* helping with Reading, Mathematics, Art, and excursions
  - \* supporting the morning set up for Preparatory classes
- Organising larger school activities and events, such as the Annual Auction Day.
- Attending Parent / Teacher interviews at the start of Term One and Three to discuss student progress
- Receiving Report Cards at the end of Term Two and Four
- Being part of a fantastic P&C Association
- Helping in the canteen and uniform shop
- Volunteering on the Fundraising committee
- Assisting at the Disco (One per semester)
- Volunteering in the Resource Centre, covering books and cataloguing.
- Writing Grant applications to improve the infrastructure of the school, such as the electronic sign.

Our school community is continually strengthened by the strong parental involvement in school celebrations, activities and events. The close link with parent, child and teacher/s is a valued and vital relationship within our learning community.

## Respectful relationships education programs

Respectful interactions are explicitly taught and modelled by staff and students - for students. Whole school programs include: Responsible Behaviour Plan for Students; our 7 School Values; weekly social skills; annual Life Education Program; Stranger Danger; protective behaviours and Daniel Morcombe units. Programs for identified students include: BBB- Building Better Behaviours; Get Real; Chit Chat; and Chaplain led activities



## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	4	1	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

The school is always looking at ways of reducing its environmental footprint. However, with the growth of student enrolments over the last few year and increased infrastructure, the water and electricity usage increased dramatically. Once all building is completed, we hope to decrease all water and electricity usage. We are working on reducing our water consumption through the use of creek water for gardening, water tanks, the planting of native species and mulching to maintain the moisture in the ground.

Our Waste management practises of recycling and worm farming have continued to significantly reduce our land fill waste and our school Sustainability Coordinator attended workshops to complete the Pimpama SEMP plan

Interactive panels and air conditioners were installed in all new learning areas which increased our energy consumption. As a consequence, we are looking at alternative programs to save energy.

Our newsletters, internal and external communication is mostly done electronically.

All students are immersed in learning about recycling and protection of wildlife

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	158,419	173,369	203,207
Water (kL)	807	1,240	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

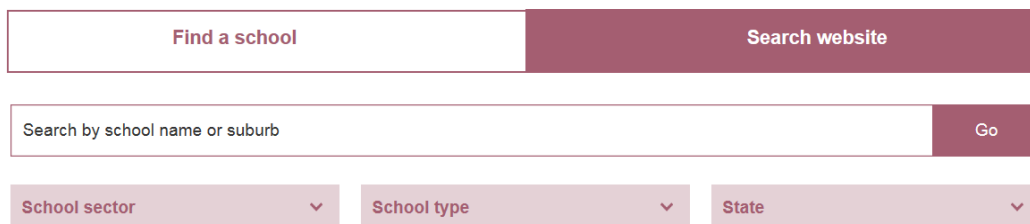
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### ***How to access our income details***

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	52	28	<5
Full-time equivalents	49	16	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	5	
Graduate Diploma etc.*	3	
Bachelor degree	43	
Diploma	1	
Certificate	0	

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$64325

The major professional development initiatives are as follows:

- iPad training – all staff
- Microsoft based programs – all staff
- Weekly Professional Development opportunities for all staff – Monday afternoons
- Health and Wellbeing
- ACARA Curriculum Alignment and Review
- Writing - 7 Steps
- Reading – Comprehension program, Vocabulary program, Sight words program, Phonological program
- ICT expectation and exploration for English and Mathematics
- Intensive Reading Program, PM testing and IPI Testing
- Data analysis for student improvement.
- Gifted and Talented – Differentiation and Identification for RAP (**R**aising **A**cademic **P**erformance)
- Code of Conduct and Asbestos Training
- Workplace Health and Safety
- Risk Assessment and First Aid Training
- OneSchool Data entry Training
- Using School-based Assessment Data
- ICT Training and Interactive Panel Training
- Productive Pedagogies and Pimpama Power Pedagogies

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	92%
Attendance rate for Indigenous** students at this school	88%	90%	90%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

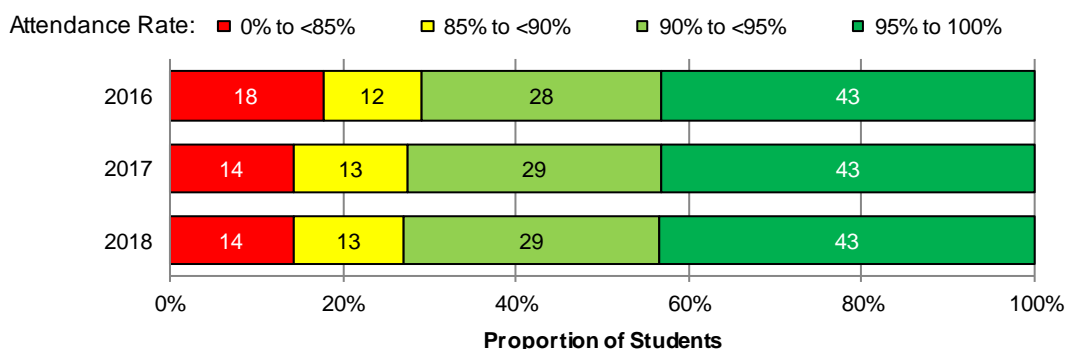
Year level	2016	2017	2018
Prep	94%	93%	93%
Year 1	91%	93%	92%
Year 2	91%	91%	92%
Year 3	92%	92%	91%
Year 4	89%	92%	91%
Year 5	90%	90%	92%
Year 6	92%	91%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Pimpama State School is committed to providing safe and supportive learning environments for all students, which address individual educational needs. Pimpama State School expects all children to attend every school day.

Pimpama State School is committed to adopting a five-step approach to encourage attendance and address student absenteeism by:

- developing a positive school culture
- communicating high expectations of attendance
- recording and following up student absences
- monitoring student non-attendance
- providing intervention and support

At Pimpama State School:

- School Rolls are marked twice daily and data is collated weekly at the Office.
- Students who are more than 15 minutes late receive a late notification.
- Teachers monitor classroom absences and follow through on short term absences and refer long term absences to the school's administration.
- Absences of three days or more are followed up by the Deputy Principal with phone contact
- Education Qld sanctioned letters to remind them of their obligations are sent home
- Parents are provided written records of their child's absences each term
- Parents may request additional information if required

Students who do not show an improvement in attendance after meetings and letters have been sent to their parents are referred to the Department Of Community Services

To improve attendance:

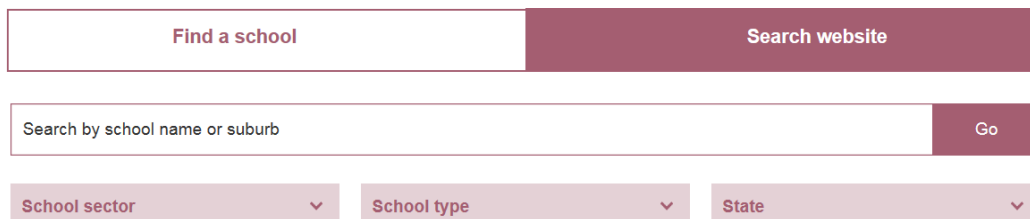
- The best class attendance is announced on Parade, once a week
- The winning class is presented with a trophy every week on Parade
- Every 5 weeks, the winning class overall, selects the school music bell for the next 5 weeks

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### **How to access our NAPLAN results**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.